

TANGAZA COLLEGE

INSTITUTE OF SOCIAL MINISTRY.



Marsabit town.

MARSABIT CATHOLIC TECHNICAL TRAINING CENTRE.

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**APPRAISAL AND
EVALUATION OF
MARSABIT TECHNICAL
SCHOOL.
MARSABIT DIOCESE-KENYA**

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Introduction

After involving myself in this particular project and having worked within it for two months I am able to present this short evaluation of Marsabit Catholic Technical training Centre. This training Centre was established by Consolatas Fathers and brothers of Marsabit diocese. However since its completion the Consolata Father and Brothers did not run the project as a complete set up project for long. They handed it over to the congregations and lay helpers which means that for not less than 22 years the project has got not a permanent personnel. The school is facing the problem namely, different missionaries come and go after working for a year or two years. This kind of changes are well known in different organisations. But presently the project is run by the brothers of St., Joseph for the past four years until the present moment.

However working in this project helped me with the knowledge on how to run similar project. Being here for two months helped me to understand the positive and negative aspects of setting up a project. The evaluation of this project will be as follows.

1 NATURAL AND SOCIAL SETTING OF THE PROJECT.

The district of Marsabit is situated in Northern part of Kenya. It is the home town to different ethnic groups such as Borena , Rendille ,Gabra and very few Ethiopians and Somalians. And also it is one of the biggest district in Eastern province. (It borders Ethiopia to the Northern part of the Country.)

Marsabit has seven divisions namely Central, which covers 2090sq.km, Laisamis 10,593sq.km ,Maikona 17,761sq.km, Northorrn 23,892sq km ,Moyale 3121sq.km ,plus the area of Marsabit which is 20,800 sq. km, so the total area of the district is about 5295,012sq km

1.1 TOPOGRAPHY.

Marsabit is on an extensive plain lying between 300m and 900m above sea level bordered to the North and West by hills and name mountains ranges. The plain is broken by volcanic cones ,so the highest point in the district is Mount Kulal at 2255m, Chalib desert forms a large depression 948sq.km which is prone to flooding at the central plain. Therefore Marsabit falls below 700m. Marsbit is one of the low potential district. Rainfall cannot be relied on and evaporation is so high. Thus the soils are shallow and poor and highly exposed to erosion by wind as to have enough vegetation to support human life.

1 2 ECONOMIC POTENTIAL

At present the major economic base backbone of the district is livestock. 80% of the population in Marsabit district are pastoralist. Otherwise the district has a very low economic potential. 96.58% of the land is falling under insufficient rainfall regions. Apart from the rain, there are no permanent rivers in the district people rely heavily on underground water. Thus most of the people depend on their animals for school fees and other source of income.

Wildlife, minerals and other resources like fishing (Lake Turkana), tourism and energy has not been developed to any appreciable degree because of poor infrastructure and harsh terrain. But the fishing of the precious minerals in the neighbouring Turkana, district points to the fact that similar minerals may be found in Marsabit. However up to now

neither a Church organisation, governmental nor non-governmental organisation has showed much interest to the people.

1.3 DEMOGRAPHIC AND SETTLEMENT.

Marsabit has a population of 149,135 with 75,733 males and 73,402 females .by 1997 statistics.

It is one of the trading centre for different ethnic groups of people. The fact that it has electricity. It has the highest population of 12 and 9 persons per sq.km respectively. The rest of the district has 1% population per sq. km. And the average household is 5.

Migration in this particular area is either rural to rural or rural to urban searching for employment. Because of drought ,people have suffered from cattle raiding.

Besides the government administrative structures ,the local people also have their traditional way of settling disputes . All the clan members gather together each and every one is asked to forward any kind of burning issue which prevails in their society or clan.

The guilty are subjected to punishment, depending on the gravity of the offence committed. This could be in the form of strokes, a heavy fine or even death.

2 SOCIAL ECONOMIC INFRA-STRUCTURE

The Catholic Church organisations run the social and economic infra-structure activities within the district for example Health facilities, Road and water supply together with governmental organisations.

2.1 HEALTH FACILITIES.

In Marsabit there are 22 operating health facilities in the district 15 dispensaries 3 health centres and 4 hospitals. The average medical personnel population ratio stands at 1:989:88 with some divisions like North-hour having a ratio of 1: 2993. The central part has the lowest ratio of 1:124. The patients population ratio is highest in North-hour and the lowest in central because the average patients is depend on the number of illiteracy. of in the district. The high school drop out rates are 53.68% for boys and 72.23% for girls. Thus in Marsabit there are only two secondary schools in the district of Marsabit

2.2 ROAD FACILITIES

Marsabit district has 4422 kilometres of classified and unclassified roads serving about 10% of the district. All these roads are dry roads prone to seasonal floods making them impassable during the rain season. There are no roads in most parts of district.

2.3 WATER SUPPLY

There is no source of surface water in Marsabit district except lake Turkana which is far from Marsabit. This lack of water really makes life difficult to the people of Marsabit. They rely heavily on ground waters. However most of this ground water have serious problems such as technical ,personnel administration and the more importantly lack of community involvement as well as financial problems. It seems to me that people are not motivated especially those who have power to solve people's water problem.

2.4 SOCIAL AND POLITICAL ASPECTS.

Marsabit people are believed to be tough industrious and hard people. The concept of man as a social being is deeply rooted in them. They are pragmatic, generous and very hospitable to strangers or foreigners . They look at the distinction of colour or race as a sign of backwardness. Individualism is an idea associated with selfishness and pride. This type of person is often regarded as a wizard ,a person with a hidden agenda who may kill. During big celebrations or feasts particularly the rite of circumcision, people participate to collect various food items and materials . Normally a place where to celebrate their feasts is agreed upon by all particularly that of an elderly person.

3 GOVERNMENTAL AND NONE GOVERNMENTAL ORGANISATION

There are different organisations operating in Marsabit than in any other district attempting to alleviate the affliction of the people who are suffering different circumstances. These are World Vision, African Inland Church (A.I.C), Farm Africa, G.T.Z. Evangelical Lutheran Church of Kenya (ELCK), Church of Kenya (CPK), FHI, and Catholic Mission which is one of the oldest organisation in Marsabit district. This catholic Mission is struggling to extend education programme, health and also the provision of basic services for instance a good number of schools and health centre are sponsored by the Catholic Church a bright future for pastoralist.

4 BRIEF HISTORY AND PURPOSE OF THE PROJECT

The name of the project is Catholic Technical School of Marsabit. This school began its operation in 1969. It was built and run by Consolata Fathers and Brothers. In 1979 the school was handed over for the first time to the group of lay helper organisations. These organisations were able to run it until 1982. When a group of Indian Salesians of Don Bosco took responsibility to run the school where rapid changes took place (I perhaps because of a lack of a proper personnel)The Salesians ran it until 1985 for (a period of three years.) At the end of their contract they asked the Bishop of the diocese to allow them to run the school under Salesians to run it according to their policy but the Bishop would not allow them. Instead ,the Bishop again asked the previous lay organisation to run the school and he had the same experience in running the school then Bishop made a long term agreement with another organisation called Betlehem Missionary Society. Hence the institute has been handed over to many missionary organisations with out having a long term plan, hut presently the school is under the management of the brothers of saint Joseph.

4.1 PURPOSE

This technical training centre contribute of much to human development since the beginning up to now even though the project has encountered different problems from time to time it has managed to offer courses such as Motor Mechanic, Masonry, Carpentry/Joinery, Welding and Plumbing. The college offered cabinet making and leather work some years ago but due to lack of water it stopped its operation.

5 The course itself take two years and at the end the students are expected to sit for trade test of grade three, if they succeeded they had a chance of joining other technical schools which even of higher learning than this technical school. The school offers tools and certificates for all with the aim of encouraging better qualified craftsmen as well as to promote future local instructors.

4.2 THE SOCIAL AND ECONOMIC ENVIRONMENT OF THE SCHOOL.

The diocese of Marsabit is mainly inhabited by nomadic and semi nomadic people. With this kind of life it was not easy for the student to be in boarding a school. Boarding was the first difficulty experienced by the students. Second problem was ethnic differences or distinction made from clan to clan. This was another cause of draw back.

But today many of them are giving up their traditional ways of life not only the students but also local peoples who are moving toward the bigger trading centre and trying to settle. hence these distinctions are breaking away. In fact the other requirement for the people is land for agriculture which is very limited.

The students who complete primary education find it difficult to coup with some traditional way of life. Such as those who pass grade Test 3 go to secondary school and later continue with advanced technical training or course which absorb secondary school leavers.

In offering low priced technical education prevents the number of young people from migrating to town where they end up as parking boys, casual labourers in Nairobi, Nakuru, Mombassa and other small towns. Therefore this technical school really creates hope for the young boys to get jobs in one way or another. However most of the technical school leavers here in Marsabit join the police ,the army or as prison staff and few manage to start their own workshops in their own respective villages or small towns where they come from.

5 THE OBJECTIVES OF THE TRAINING CENTRE

Catholic technical school of Marsabit was started by the diocese in January 1969 with the approval of the local Government of the district, and a year later this school was registered by the central government. When the Church was planning to have technical school in Marsabit, they had in mind a clear goal and objectives as follow:

5.1 To train those boys coming from the twelve catholic missions and Primary schools of the diocese of Marsabit which means after completing standard seven, to continue with studies otherwise they would remain in standard six and seven in their respective homes.

5.2 To give a sound religious formation to the boys in relation to technical training by offering to them various arts and craft taught in the school which is suitable to the present needs of the Marsabit district and other neighbouring towns.

5.3 The school to be suitable for giving a solid Christian formation to the religious people who are working in this school. To support the boys not only academically but also morally, spiritually and intellectually. The boy are to be trained as a good skilled or craftsmen for this country as well as good leaders in their respective parishes or working places.

5.4 To provide opportunity training skills with a view of making them understand the value of self reliance in the long run and also to participate the economic transformation of the region.

5.5 To offer counselling services to target groups and the community.

5.6 To train them for self employment, to stop child labour, to stop rural to urban emigration and to give Christian religious support.

In my opinion these objectives are clear enough and the centre is trying to meet these objectives as much as they can. I had a chance to meet former students and teachers.

Both groups were quite happy for the formation they reactive from this school.

6 THE ACTIVITIES OF THE PROJECT.

The activities of the project will be divided into two parts. The first part is about how the formation of the boys, second part will be about the involvement or the relevancy of the project to the society of Marsabit district.

6.1 Formation of the boys.

The formation of the boys is the main objective of the project and it is able to do the following:

a/ **Academic** School records reveal that from 1983 - 1985 the boarding students have been about 72 with 40 new admissions. They were in the boarding. The boarding has a capacity of about 100 boys but since the Salesians left the school it has not accommodated 100 students. The last four years the number has been between 45-50 presently the school has forty five students. The low school turn up is due to several problems such as:

- Poor financial situations.
- The school has been offering the same training program for many years
- Unavailability of getting enough food and water etc.

These are some of the factors which cause a number of students to drop out of the school as well as those who come to work for this project. However having a few number of students is not a big problem, the principal of the school intends to upgrade the standard, that is why every year the boys obtain grade two at the end of the first year and grade three at the end of second year. In general, I would say they are successful. At the end of the two year course all school leavers are supplied with tools- kit as a gift which have the essential tools required for starting their own work somewhere in their respective trading centres.

b/ **Intellectually.** In their study hour and rooms discipline is maintained through supervision by one of the staff members and the brothers offer subject like Mathematics and English to help the boys intellectually. The school doesn't have library at all but the brothers try to provide reading materials such as magazines, newspapers other reading materials.

c/Moral and Spirituality There is morning and evening prayer including holy Eucharist conducted in school chapel daily .It seems to me that the technical school students have a good opportunity to prepare themselves as good Christians by being made aware of the importance of the sacrament of reconciliation and confession.

d/Social and cultural. The boys are helped by the respective superior and the teachers to participate in drama and music. This helps them very much. They are able to come up with surprisingly high standard so much so that when some important guest like Bishop and some D.C. (District commission)and governmental officials appreciate highly the performance of the technical students. Opportunities are given to the boys to express themselves in there music and songs also sometimes organising disco and singing competition and tribal dances for which they come out very well spontaneously.

e/ Physical. Following The Charism of the Brothers work well, eat well the quality and quantity of food given to the boys . In comparison to other schools the boys have very good accommodation normally the school does not give breakfast to them but at 10 AM. they are provided with tea and coffee One of the morning activities is to keep the school compound very clean They organise and have games daily .In general technical boys are active in sports have helped them to have good and healthy competitive spirit.

6.2 Practical part. The second activity which is carried out by Marsabit technical school is the practical part. This formation helps the students to grow more mature in their technical skill, however this section also helps the people who need help from this particular sections .

A/ Carpentry work

B/ Motor vehicle garage work

C/ Masonry and construction work

D/ Plumbing and welding.

These are the basic areas which the school offers to the students to be skilful and also the school generate money from the student to run the school! On other hand the principal of the school does not rely only to the school activities but he also seek jobs from different organisations so as to be able to earn some money. The work outside the school has advantages because it helps the public to understand what the project is all about. That it

does not only serve the school but also outsiders who may need some help. The students too need experience and develop their skills already acquired in field work particularly in construction work, painting, renovation of school and others, kind of work the students have a priority for their practical work rather than theory class. This practical experience enriches the theory work.

- **Carpentry.** This section is operational in production work. The essential tools and machinery are in operational state. What is required is to raise precision level so that production can compete with the production of other workshops. To achieve this standard it will be necessary to employ at least two qualified and experienced carpentry instructors, to teach how to operate the machines and hand works. Looking at the past activity the school was not much involved or interested in making money for the project was only as teaching process, because the people who ran it relied highly on the diocese and the sponsors but, now after 28 years the school has developed, changed and developed self reliance strategies up to 80% by introducing their production units in different areas and that is why today the school and the local brothers of St., Joseph are able to support and run the project with less help from outside.
- **Motor vehicles garage.** This department has a managerial problem and also most of the tools and equipment's of this section are not operational. They have run down, worn out and broken. In fact the building garage has a capacity of three motor vehicles in inspection pits. However the garage is providing service for repair and maintenance of several mission cars and cars from the surrounding areas.

NB All the production units involved the participation of the students as part of their practical training experience.

Most of the work is done by hand tools whereas in the production units limited machinery are providing additional technical training. Besides the technical training the school offers agriculture in its program, some livestock and plantations are available for this work.

Additional to the theoretical subjects some subsidiary subject like English and Swahili language, Mathematics and Geometry and religious education are being taught. Taking into account the school activity the basic objective which I have mentioned in the previous

pages are selected for this project

But I would say that, due to the changing of personnel the objectives have not been achieved as they was planned. The school is running but without much progress.

According to my observation the diocese of Marsabit should revise this project for the sake of the students and the diocese should provide the needs of the school regarding accommodation and provisions such as food, books, tools and any other equipment required for the running of the school

As is any technical school the aim of practical exercises is to enable the students to acquire good skills. Here I want to say briefly ,how in Two years the centre should give practical skills to the students. The first year the students in each trade should know the name of all the tools and know how to use them. They should also be able to learn how a workshop is organised in their theory classes. During this phase all trade students are expected to know how to plane and cut the timber in square. as well as others. During this time the teachers should follows each individual student. This is an important time where the students acquire the real basis of Carpentry , Masonry, Welding and Mechanic. In the second year the students are more able to make real furniture Carpentry students are learn roof works as how to make panel doors ,flush doors and other types of doors and windows. The students are also introduced to machine operation and the use of hand tools .I want to mention that the centre does not teach only models but from time to time the students are given a chance to know better.

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7 TIME TABLE 1998

Days	Year	8.00-9.00am	9.00-10.00	15m	10.15-12.30	L		2.00 -5.00 p m
Monday	One Two	Trade theory Kiswahili	Kiswahili trade theory	B	WORK SHOP	U		WORKSHOP
Tuesday	One Two	trade theory C,R,E	C,R,E trade theory	R		N		
Wedn	One Two	trade theory Tec/drawing	Tec/drawing trade theory	E		C		
Thursday	One Two	trade theory English	English trade theory	A		H		
Friday	W	O	R	K	S	H	O	P
Saturday		General cleaning		Key to teachers name and subjects				
				1/S.G Stephen Gichury 2/ J.M Justus Muthoka 3/ J.K James Kariuki 4/ P. I Peter Irungu 5/ W.K william Kabuga 6/ S.G Samuel Galgalo C,R,E Christian Religious education T/D technical drawing T/T trade theory these class are given to all student according to their course				

7.1 MARSABIT TECHNICAL SCHOOL TIME TABLE.

Marsabit technical school follows the programme as any other technical school which is given by the ministry of education. However the school gives more attention to practical courses rather than theory. The school routine begins at 8.00 AM with a prayer and announcements at the assembly after which they move to classroom and learning begins. The first two hours end at 10 AM followed by 15 minutes tea break. This normally helps for breakfast because it is the first meal of the day .From 10:15 -12:30 practical work, then after lunch from 2pm-5PM the students are supposed to be in their respective workshops.

8 FINANCIAL SOURCE FOR THE PROJECT.

The project of Marsabit technical school commenced its operation in 1969. Even though the project was founded by the Consolata missionary for the complete set up The inter building constructions and machinery were financed by the Italian Caritas. In 1979 the school was handed over for the first time to a group of lay helpers organisation. This time there was a lot to be done which was left out at the beginning, maintenance work had to be done as well as repairs like plastering of the workshop, classrooms and the staff houses. New toilets with the sceptic tanks for the boarding students rooms , a big water storage tank with an electric pump was constructed

The boarding kitchen remodelled inside with a new fireplace and chimney was constructed. An extension of the staff quarter with a laundry was also put up This time the financial contribution was done by Betlehem Missionary Society (B.M.S.),They covered the whole expenditures of finishing the school work. Apart from this support Marsabit Technical school has not received any financial support from abroad. The school has started to be self supporting. The school has three main income channels

- 1- School fees from the students
- 2- The finance which comes from the diocese
- 3-The school production unit.

As I have mentioned them above presently the main finance subsidiary is from the diocese of Marsabit Ksh 800 000 per year. The students are also suppose to pay school fees per term Ksh 4,700 per student which means one student per year should pay Ksh 14,100. This year the school has 45 students the total income from school fees is Ksh 634,500 per year and the production unit is also a major income unit. When I said this the school is self reliant by itself according to the records. The basic income generating units are Carpentry, Mechanic and Welding departments all contribute an income is Ksh 1,096,795. per year so the total income of the school budget is Ksh 2.531,295 per year I was asking the brother in charge if this budget is sufficient or not .He said that it is not a problem to run a school with this budget if we are not intending to have other new

workers or new workshops respectively.

The school fee according to this estimation is enough to cover food for the students. The money contributed from the diocese can cover the salary of the teachers and the incomes from the three major workshops can cover the expenditure of tools for the students and run workshop smoothly. This can happen if he gets all the budget at the beginning of academic year but due to low economic state of the catechumen few students are able to pay the school fees and also the diocese cannot pay their contribution in the time of need. All these major problems ,most of the time have given trouble for smooth running of this school.

8.1 Technical School Financial Management..

As far as I have seen ,the daily financial income and expenditure is a difficult issue However it is obvious that, so many activities depend on the availability of funds. This circumstance will weigh even more heavier in future in order to avoid this kind of financial difficulty , the diocese of Marsabit in-collaboration with the principal of school should avoid unnecessary unbearable expenditures. Often the project like this succeeds in all dimension either technically or personnel wise but in most cases the project fails because of Mismanagement of school funds. Sound financial management is very important ,if not so the project will collapse.

In fact this: Technical school with this amount of money 2,531,295 Kenyan shilling per year is quit reasonable amount of money to cover all the year expenditures. But we cannot guarantee whether this project can stand on its own feet in future.

The finance of the technical school is managed and controlled by the Director of the school. He prepared a budget in the beginning of the year and it was approved by the financial committee of the Diocese. They used ZERO-BASED budgeting approach which means that they are supposed to control every month due to some problems they are controlling in terms of the copies sent to the financial administration of the diocese

The Board of Governors during its regular meeting have the responsibility and duty to check on the financial situation of the project otherwise the project will be remain in poor condition . Evaluating the financial matter of Technical school it was difficult to assess the financial state of the college and I could not state whether there is profit gained or loses made. what is clear is that income and expenditures is not properly managed. Hence the budget should be discussed and approved by the board and its operation be checked by the same Board.

9 LONG TERM AND SHORT TERM STRATEGY CONCERNING THE PROJECT

9.1 Long -term

Marsabit technical is the only school in Laisamis and Moyale district. As I Pointed out in project description the catholic technical school of Marsabit has remained as the only institution offering the same training program for the last twenty eight years. Therefore ,obviously people understand well the value of sending their children to these school. to catch up with update technological advancement and for the continuity to be productive or to help intended target population. The school took the following issues as long term strategies.

A/ The issue of girls. The aim of having this idea is to include girls in this training centre program and to reach more of the pastoralist families not only by evangelising them but also by providing alternative way of life to some educated young women . To provide self employment to the young pastoralist women in order to contribute to the gender balance among the pastoralists where culture puts women in a disadvantaged position such as in decision making and some structure. So by the end of two years in a technical training program ,the pastoralist woman will have obtained competencies in the various skill which they can use for self employment or be employed in any organisation.

B/ Tailoring and dressmaking course

C/ Full secretarial and computer course. This long term strategy is very reasonable because due to the social economic hardships in Marsabit district they are many organisations operating in Marsabit . As I have seen most of this organisations tend to receive personnel from other relatively developed parts of Kenya for example Nairobi . As I have tried to indicate on the objective of the project this course to the pastoralist “0” leavers shall be offered.

D/ Driving course. Most of the trainers of motor vehicle or mechanic student do not have

any opportunity to learn driving skills which is essential. So catholic technical school of Marsabit has a plan to train young boys as drivers as well. If they start by near future, there will be a long potential students both youths and adults in Marsabit and other towns in the diocese who would be interested in learning to drive.

E/ Electrical course.

9.2 short- term strategies.

According to the plan of the Brother in charge of the Technical School at present he plans to revise some of his working system. And also to buy some school equipment's because most of the tools are quite old and rather poor. So most of the problems of tools will be solved by the next academic years, particularly hand tools. Secondly the entire building of technical school has the same problems, and some of the class rooms are leaking. This will be done in near future

10 WEAKNESSES AND STRENGTHS OF THE PROJECT.

10.1 Strengths

According to my experience the project is a well organised developmental project, even though the project has some problems still the present personnel is struggling to help the pastoralist youth to obtain competence in various skills, and to use those skills in self employment e.g. in rural technical training centre. The commitment of St. Joseph brothers is really appreciable. They put a lot of effort regarding the smooth running of the school despite the problems. The courses are still being given. As I have mentioned when the school was run by foreign congregation, it did not have much problem but today this project can only get income from the school activities. If they improve the quality of their production unit they are guaranteed to continue running the school.

Another effort which has been made by the brother in charge is creating a new social interaction with the other organisations. It is appreciable and positive sign to give a chance to other organisations and local people understand the real value of the project and for whom it was meant, for the brothers and other businesses support each other.

In the past, the project was not known well by the people of the area ,because of this reason ,most of the students were admitted from outside instead of motivating the pastoralist youth of the area to join the school .But today the majority of boarding students come from the area of Marsabit, not only that many of the parent are well convinced about the value of Technical education but also pay for their children up-to Ksh 14,100 per/ year,. The brothers still make advertisement through written bulletin and sending to each parishes and primary schools. Thus the brothers stick on it for the future

10.2 weaknesses of the project.

Apart from the above positive aspect of the project there are few evidence which weakened the normal running of the project First the school has seven teachers three brothers and four teachers from outside. The brothers are the one who manage the day to day affairs of the school on top of conducting subsidiary courses such as English , Kiswahili, Technical drawing and Christian Religious education But as far as technical qualifications is concerned, none has gone for advance or higher training. Almost all of them have primary technical school certificate which does not allow them to teach in such a Technical school, but because of their experiences they have a chance to work there. Among the eight staff members , five of them are the main instructors of Technical subjects,. These five are former students of Marsabit Technical school ,Maralare Technical school and Gilgil polytechnic and none of them are qualified with the kind of certificate which is identified by the Government to teach at this level. Thus ,the instructors of this college are not well prepared, have poor instructors, because they have same educational grades as they owes under instruction..

The board of governor plays a great role in the smooth running of the school and also it has authority to deal with the director of the school hand in hand , such as to establish and review project policy, to advise and guide the director of the school to set and maintain the standards of the project, evaluate project performance time to time ,to solve major problems of the school, which I have mentioned previously and collaborates with the director to look for financial resources etc. But I would say that in most cases there is no spirit of collaboration on both side particularly by the board of Governors.

In my opinion, it is only by taking into account all these strengths and weaknesses that

there will be room for improvement. Strengths and weaknesses tell us in which direction to move in order to achieve the main targets for which any project has been developed.

RECOMMENDATIONS.

Coming to the last part of this paper, I would like to make some suggestions which could help to improve the standard and future Marsabit training centre. Two months are somehow enough to give an extensive evaluation of the running of the school and its structures etc. These recommendations are the result of my practical observation, experienced and requires from people who got something from this project .

Taking into consideration my contribution for these two months, I found that the centre needs a help, especially human support, someone well prepared as an administrator and as an instructor. That person may be a Brother ,a sister or lay missionary who is able to take responsibility of the head master and able to plan and organise work.

Marsabit Technical training centre has been run for more than twenty years by foreign congregation. Since 1995 the project was handed for local congregation probably in future the diocese of Marsabit will agree on the school to run by local congregations It is true that the project like this should not be ended by foreign missionaries although the project is being run by a local congregation of brothers and it still needs qualified and well trained teachers. There is need for team work and collaboration with all concerned persons: The staff, the principle , Diocese , Board of Governor etc.

The Board of Governors need to be more responsible by showing a good initiative and team spirit teachers and head master of the school have to consult each other regularly about the project ,depending on the possibilities and capabilities.

Due to the high rising cost of essential commodities, the running of the school has become very expensive . So ,there is a big imbalance of income and expenditure which is not possible to be covered by ordinary income namely: the money which is subsidised by the diocese, the income from the production or the school fees. So the diocese of Marsaabit and the congregation which runs the school should make available funding agency or other financial diversity.

For the last or eight years the school has taken more steps towards localisation of the teaching staff. Three of staff members are the former students of the same school who have finished their technical skill can be employed. One of them has been in charge of the Carpentry production unit, for the last final year the other is masonry instructor and the third is instructor in out-Mechanics. However beyond their technical skills, they need to be faithful and responsible for their work. They need to be explore to students

As far as the students are concerned would be reasonable if the school could admit the students who have attained 17 years of age, because they will be mature to make their own decision of what they are aiming to do and also to select the course according to their interest. Admission requirements: Students should be eighteen and above, capable of making their own decisions and be able to select courses according to their interest.

CONCLUSION

Marsabit technical school .I would like briefly to propose some suggestions which in my opinion could be helpful for those in charge of this development project.

The brothers who run the school are dedicated. They help their own people both morally and intellectually and it seems to me the brothers are in good term with staff members They carry out open discussion particularly with the principal of the school during their meetings. There is a sign of mutual understanding and consultation between themselves. Most of the times the teachers complain about their salaries. Personally, I don't see any advantage in complaining about their salaries because they are helped by the centre If the school increases the salary of the teachers and the other workers it will cost it a lot of money which is unavailable. Secondly the school has free staff quarter reasonable according to the living standard of the Marsabit people, Water and electricity is free. They benefit from the school.

Probably ,if the school raise the salary of the teachers ,the brothers will be forced to look for more money from else where or reduce their salary. Hence this idea of asking for increment of salary is not advisable. I think for them it will better to ask for the renovation of some of their rooms and to get their own water tanks to harvest rain water.

One of the brother who is teaching at the school and other full-time teachers for practical and theory courses are very attentive to each student in their teaching process particularly for those who remain behind or slow to understand some technical subjects we discussed on how the school could be up-graded otherwise it is difficult to teach different level of students. To improve the quality of this technical school I think higher requirements are necessary and only admitting students with a minimum of 34 points in Kenya certificate of primary education.

Marsabit technical school apart from teaching process it has so many possibilities to develop this project. However presently it is difficult to run it efficiently with what it is getting. It still needs financial support. I think more effort should be made by the present head master to seek the project for some assistance from abroad or local people.

Concerning the social activity of Marsabit, there are more than five organisations caring out

their mission with out having much collaboration. Unless all the organisations come to bring people together it is impossible to bring people together for a common good Moreover, it will be so difficult to promote human relationship in this state of division.

In general ,I am so happy to have involved myself in the project of Marsabit technical school for one month and half, I would say that it helped me a lot to understand the problems or the difficulties of the project and also the problems of each individual students. Just to maintain or to ask why every year the number of students (trainers)are going down? For this question in most cases they will tell you that the students are not well motivated or they are ignorant but I came across to know the following difficulties which is faced by the trainers and the school. The following are some difficulties which come the level of student to drop.

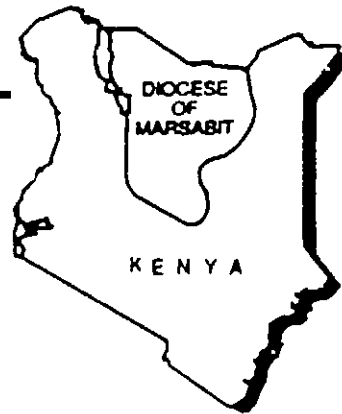
- 1/Because of the school fee In most cases the majority of parents have no source of income so the students are remaining at home.
- 2/Some students are too young to cope with hand work in this technical school compared with what they are doing in primary school and also they cannot make a mature decision
- 3/Some boys are not decided the course that they are going to take and also they have lack of motivation in any trade
- 4/ The majority of students being pastoralist are not used to manual work, and most of them having failed to join secondary school find it difficult to identify the value of being skilful.

Finally, as a social minister in my short holidays ,I found it a helpful experience and I have come to understand the positive and negative aspects of the project through my personal involvement .However I realised difficult it is to run or to set up a project according to the need of the people, similar project of Marsabit should open the way for those who are interested in it beyond the revision of the objectives of this school ~~1-12~~ in order to succeed .or to achieve their goal or objective.

THE TWENTY PARISHES IN THE DIOCESE OF MARSABIT

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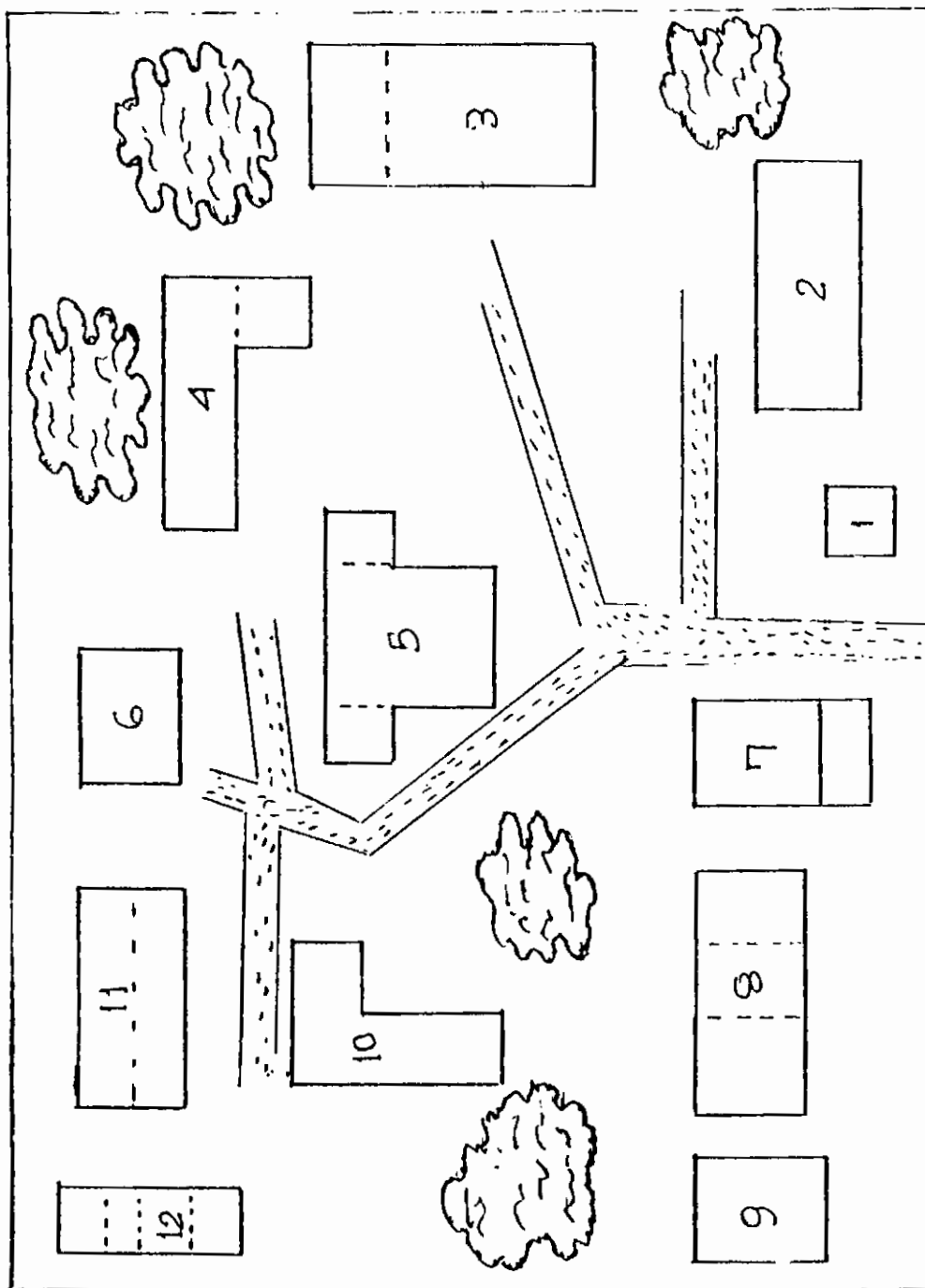
REFERENCE

- † CATHOLIC MISSIONS
- CATECHIST TRAINING CENTRE
- ▲ MINOR SEMINARY
- ▲▲ MAJOR SEMINARY
- △ BISHOP'S RESIDENCE - CURIA
- PASTORAL CENTRE
- PROCURE

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APPENDIX No 3.

Site plane of Marsabit Technical School



1 Main Gate.

2 Guest house.

3 Mechanic w/ shop.

4 Bro. Resident

5 School Chapel.

6 Plu/ Welding w/ shop.

7 Library/Recreation.

8 Classrooms

9 Open w/ shop.

10 Kitchen

11 Boarding

12 Toilets

APPENDIX No 4.

Masonry students during site work

